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ABSTRACT

An overview is presented of 1986-87 transfer research conducted at Roxbury Community College (RCC) and of the on-going components of the college's Transfer Opportunities Program (TOP). The first sections of the report cover counseling activities, transfer patterns, College Fairs, individual student recruitment, conference attendance, transfer workshops, TOP articulation and cross-registration programs with other postsecondary institutions, the TOP Scholars Program, and graduate follow-up research. Next, implications of these findings for program development are discussed, indicating that: (1) the high proportion of students who failed to complete degree requirements prior to transfer might be addressed by making a more accurate determination of the number of students who actually intend to obtain an associate degree, developing more specific as well as generic transfer articulation agreements with colleges and universities, and strengthening the faculty advising system; (2) over the past 3 years, a majority of RCC students chose to remain in the Boston area to pursue their baccalaureate education, pointing to a need for further articulation with colleges in the immediate area; (3) faculty identification of potential transfer students appeared to be the most viable method of recruiting students for transfer workshops; and (4) the TOP programs have resulted in a 10% increase in RCC's transfer rate. (UCM)

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ROXBURY COMMUNITY COLLEGE

REPORT ON TRANSFER ACTIVITIES

July 1, 1986 - June 30, 1987

Prepared by:

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January 1988

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Preface

In the three years that I have been involved with the Transfer Opportunities Program at Roxbury Community College, I have had the opportunity to design the transfer tracking system which provides the data for this report. During this time, with a great deal of assistance from other members of the college community, I have attempted to develop a data collection system which will identify "transfer" as opposed to "transient" students so that we might be able to more clearly define the transfer and persistence patterns among native RCC students.

Thus, while much of the tracking information contained in this report remains essentially the same as in previous years, results are reported only for transfer students (12 or more credits completed at Roxbury Community College) **see Appendices A-D**). While this departure from previous years' reports may appear to indicate a decrease in the transfer function, it provides a much more realistic portrait of those students who truly are RCC's transfer population.

Transfer Counseling

During the 1986-1987 academic year, 771 students expressed their interest in transfer by either meeting with a transfer counselor or submitting a transcript request to the Registrar's Office. Of this total, 321 (43%) can be classified as "transient" (less than 12 credits completed at RCC) students. Many of these transients are natives of neighboring institutions such as the University of Massachusetts at Boston (31), Massachusetts College of Pharmacy and Allied Health Sciences (28), Wentworth Institute of Technology (28), Northeastern University (20) and Boston University (16).

Among the 450 transfer students, who accounted for 94% of all students seen by counselors, the number of credits completed vary considerably.

<u>Credits</u>	<u>#</u>	<u>% of group seen</u>	<u>% of transfer group</u>
12-23	98	34	12
24-35	79	47	13
36-47	43	60	9
48-59	64	72	16
60+	166	85	50

What emerges from these figures is the high degree of positive correlation that exists between the number of credits completed and the likelihood of seeing a counselor. Practically, what this would appear to indicate is that as students progress toward degree completion and, as transfer becomes a more realistic or immediate possibility, they are more likely to seek counseling assistance for the actual process of transfer.

The data also indicate a substantial (73%) increase in individual transfer counseling services provided over the past three years, with a 20% increase from 1985-1986 to 1986-1987 alone.

This trend towards the use of counseling services does, however, raise two questions: (1) why, as degree completion prior to transfer is stressed, approximately one-half of our transfer students fail to complete these requirements prior to transfer, and (2) does the historical focus on outreach to graduating students, which has become so successful, preclude the provision of adequate counseling services to other students? In other words, do these students receive transfer counseling assistance from other sources?

Transfer Patterns

Data indicates that transfer students submitted a total of 509 applications to 139 colleges (**See Appendices A, B, C, D**), for an average of 1.13 applications per student. Geographic distribution of applications, much like total applications, appears to have decreased somewhat. For example, while applications to out-of-state baccalaureate degree granting institutions have risen from 16% (of total applications) to 18%, the distribution of applications appear more concentrated in Southern states than in previous years. The exception to this trend would appear to be among Arabian-surnamed students, whose application pattern is one of wide national dispersement, primarily to public institutions.

Offsetting this trend has been the increase in applications to local baccalaureate institutions, which has risen from 70.2% to 75% of total applications during the past year.

A summary of in-state transfer **(See Appendix B)** indicates that:

1. An increased majority (79%) of all student seeking transfer choose to remain in-state to pursue further education.
2. 86% of all applicants seek admission into baccalaureate programs.
3. Effectively, 54% of all RCC transfer students plan to attend four year colleges or universities in the Metropolitan Boston area. **(See Appendix C)**

Primary receiving institutions have remained stable over the past three years. Data from 1986-1987 indicate that U Mass/Boston received 91 applications or 23% of all in-state transfer applications submitted. Northeastern University received 58 applications, or 13% of in-state applications. Suffolk University and Wentworth Institute received 27 and 26 applications, respectively, each accounting for 6% of in-state applications. And Salem State had 14 applicants, or 3% of in-state applications.

In addition to in-state transfer applications, students also applied for transfer to 89 colleges in 23 states. **(See Appendix D)**

To summarize the overall transfer pattern, it can be stated that:

- (1) 86% of all transfer students intend to pursue baccalaureate level study, with a majority (61%) of these students planning to remain in the Greater Boston area.
- (2) The majority of out-of-state transfer applicants apply to public institutions, while those applying in-state are more slightly (20%) more likely to apply to private institutions.

College/Transfer Days

The bi-annual College Fairs were held in November and March. In total, 58 colleges attended, with 32 of these participating in both events. Not only does this represent a 16% increase in the number of colleges recruiting on-campus, but, for the first time, three historically Black institutions: Cheyney University of Pennsylvania, Hampton Institute and Morris Brown College, sent representatives to Roxbury Community College.

Student participation was also encouraging, with approximately two hundred (200) students attending the Fall Fair and one hundred twenty-five (125) attending the Spring Fair. This represents a major increase in student participation and is, in great part, to faculty members who brought their classes to these events.

The listing of colleges and universities attending the College Fairs follows:

- ABCD Urban College Program
- American International College
- Anna Maria College
- *Babson College
- *Bentley College
- *Boston College
- *Boston University
- Bradford College
- Brandeis University
- *Bridgewater State College
- Brockton Hospital School of Nursing
- *Cambridge College
- Central New England College
- Cheyney University of Pennsylvania
- *Clark University
- *Curry College

Elms College
 Emerson College
 *Emmanuel College
 *Fitchburg State College
 *Forsyth School of Dental Hygiene
 *Framingham State College
 Hampton Institute
 *Harvard University Extension
 *Lesley College
 *Malden Hospital School of Nursing
 *Massachusetts College of Art
 *Massachusetts College of Pharmacy and Allied Health Sciences
 Massachusetts Maritime Academy
 *Merrimack College
 Middlebury College
 Morris Brown College
 *Mount Ida College
 New England Baptist Hospital School of Nursing
 *New England College of Optometry
 New Hampshire College School of Human Services
 Nichols College
 North Adams State College
 *Northeastern University
 *Pine Manor College
 Regis College
 *Salem State College
 *Simmons College
 Somerville Hospital School of Nursing
 *Southeastern Massachusetts University
 Stonehill College
 *Suffolk University
 Tufts University
 *University of Lowell
 *University of Massachusetts at Amherst
 *University of Massachusetts at Boston
 Wellesley College
 *Wentworth Institute of Technology
 Westfield State College
 *Western New England College
 Wheaton College
 Wheelock College
 *Worcester State College

* denotes attendance at both Fall 1986 and Spring 1987 College Fairs

Individual Recruitment

On-Campus

In addition to the fifty-eight colleges recruiting potential transfer students through the College Fairs, representatives from ten other institutions or programs also visited RCC during 1986-1987. These included: Amherst College, Bridgewater State College, the Consortium for the Education of Non-Traditional Students (CENTS), Curry College, Smith College, the University of Iowa, the University of Massachusetts at Boston's College of Public and Community Service and School of Management and Wheelock College.

Off-Campus

Transfer counselors and/or the Transfer Opportunities Program staff also visited a number of campuses during the 1986-1987 year to begin to develop working relationships with baccalaureate degree granting institutions within and outside of the Metropolitan Boston area. Colleges visited included: Pine Manor College, Regis College, University of Massachusetts at Boston's Schools of Management and Nursing, Wentworth Institute of Technology and Wheelock College.

Most promising, however, were the campus visits taken with students to Amherst College (four students), Southeastern Massachusetts University (seven students) and Wellesley College (two students). These visits produced a number of applications from the student participants, and resulted in two student acceptances to Amherst College and one to Wellesley College.

Conference Attendance

From April 29 - May 1, 1987 year Transfer Opportunities Program Counselor and the Coordinator of Counseling and Placement Services attended the annual New England Transfer Articulation Association Conference in Newport, Rhode Island.

The theme of the conference, "Transfer: A Quality Transition", lent itself well to the presentation and discussion of a wide range of workshops focusing on methods of recruiting, retaining and tracking transfer students. Four workshops in particular; "International Transfer Evaluation", "How to Develop and Implement a Two-Year to Four-Year Transfer Follow-up Study", "Transfer Articulation: Some Exciting and Challenging Options" and "A New Perspective on Transfer Student Attrition and Retention" provided information germane to the types of research currently being conducted on transfer students at Roxbury Community College, and resulted in some broad discussions among the community college transfer personnel on methods being used to conduct similar research on their campuses.

One other benefit of the conference was the opportunity to network with four-year transfer admissions personnel, both from public and private sector institutions. This type of informal discussion proved particularly fruitful with Kathy Ryan, Director of Transfer Affairs for the University of Massachusetts at Amherst, as we reached an informal agreement on new admissions procedures for transfer students which should ease considerably the application

and financial aid processes as students seek to transfer from RCC to U Mass Amherst.

Transfer Workshops

With the exception of two general transfer workshops held at Boston Business School, attended by thirty-one students, the majority of workshop activity during 1986-1987 focused on specific colleges and/or transfer programs.

With the help of Professor Tom Reeves, two transfer workshops, one focusing on Amherst (and other top-rated liberal arts) College and another on U Mass Boston's College of Public and Community Service, were facilitated. Approximately fifteen (15) students, as well as most of the Social Science faculty, attended each of these events.

U Mass Boston's School of Management also conducted a workshop for students pursuing business-related baccalaureate degrees. While small, it did provide a great deal of information about the transfer process to the School of Management, as well as enumerating the restrictions which AACSB accreditation places upon the institution.

TRANSFER OPPORTUNITIES PROGRAM ACTIVITIES

RCC/WENTWORTH ARTICULATION PROGRAM

During 1986-1987, a total of ten (10) students participated in the RCC/WIT Cross-Registration Program, registering for a total of 105 credits, or an average increase of 4.5 credit hours per student participant which is due to the advanced status of

the 1986-1987 participants in the program.

Of the ten 1986-1987 participants, three transferred to full-time status at WIT in January, 1987, two intend to matriculate in September, 1987, one will continue in the program, and one will matriculate at Northeastern University College of Engineering in September, 1987. Three withdrew from the program during 1986-1987, all due to full-time employment opportunities.

A review of program participants over the past three years indicated that of thirty-one total participants, two have received degrees from Wentworth, six are attending other colleges (two received BAs in 1987), ten are in attendance at Wentworth, with four more scheduled to matriculate in Fall 1987 or Spring 1988, and one will be continuing in the program. Of the remaining participants, four withdrew voluntarily from the program, two were dismissed due to F-1 status, two withdrew and one was academically dismissed from Wentworth.

Thus, of the thirty-one participants to date, twenty-two, or 71%, have or are continuing their education at Wentworth or other institutions.

BOSTON FIVE CROSS-REGISTRATION PROGRAM

A total of twenty-three students cross-registered at the University of Massachusetts\Boston (UMB) during 1986-1987, nine of whom were participants in the RCC/UMB Nursing Articulation Program. While the number of students involved in this program has remained constant, a major shift in enrollment patterns occurred between.

1985-1986 and 1986-1987. Nursing articulation participants dropped almost 50%, from seventeen to nine, while enrollments in engineering and physical science-related courses increased by the same percentage. Number of credits per student also rose slightly in 1986-1987, from 3.5 to 4.6. The rise in credit load was primarily due to the average (5.2) number of credits non-nursing students registered for.

For the two years of the program, with eighteen participants, three of whom remain at RCC, the transfer rate is 72%, with the majority of transferees attending U Mass Boston.

In addition to the twenty-three students who cross-registered at UMB, three students also registered for courses at Massachusetts College of Art. And, while this appears to reflect a stable level of participation, it also calls attention to the fact that this specific facet of the Boston Five Program, has produced no transfer students as yet.

RCC/U MASS BOSTON NURSING ARTICULATION PROGRAM

Nine students participated in the 1986-87 U Mass Boston Nursing Articulation Program, registering for a total of 19 credits, or an average of 2.1 credits per student. Of this group, one transferred to U Mass in January, 1987, three plan to matriculate Fall, 1987, and five will remain at RCC during 1987-1988, with the intent to transfer to UMB in Fall 1988.

Of a three year total of twenty-six participants, 80.8% have transferred to BSN programs, 69% to the University of Massachusetts

and the remainder to other collegiate schools of nursing.

Retention in these programs is, however, another issue. For, while approximately 60% of the transferees remain in baccalaureate level nursing education programs, 23% have been academically dismissed and the remainder have voluntarily withdrawn to return to associate degree programs in nursing.

TOP SCHOLARS PROGRAM

Summer 1987. Thirty-two students participated in the Summer 1987 Top Scholars Program. In addition to taking one or two tuition-free courses, students were mandated to attend three of four workshops offered during the course of the summer session here. These workshops, as in the past, focused on transitional issues, career/life planning, the critical nature of written proficiency in college success and campus orientation tours.

Of the thirty-two participants, sixteen matriculated in Fall 1987, with an additional ten confirmed as planning to matriculate in January, 1988. Thus, at this writing, 81% of the participants have or will transfer to baccalaureate institutions within one semester of completing the TOP Scholars Program.

Summer 1986. Twenty-six students participated in the Summer 1986 Top Scholars Program, with twenty (77%) confirmed as having matriculated in Fall 1986. Year-end statistics indicate, however, that only 60% of the transfer group have remained in attendance for the entire academic year.

Summer 1985. Of the forty-eight participants in the Summer 1985 Degree Completion Program, 32 (75%) matriculated within one semester of program completion and 24, or 75% of the transfer group, still remain in attendance at baccalaureate institutions.

Summary. For the three years of the Top Scholars/Degree Completion Program, 73.6% of the 106 participants have matriculated to baccalaureate study - a rate roughly double of that of their graduating classes. While this may be, in part, due to the self-selection and criteria for admission to the program it still appears obvious that this type of program does encourage transfer.

Further, while it is discouraging to note that of the 74 students who had the opportunity to matriculate prior to Fall 1987, only 50% are currently in attendance, the fact that the persistence rate for those program participants who have matriculated is 69% is very encouraging.

Summer 1984. The TOP-sponsored Summer 1984 program differed substantially from summer programs offered in subsequent years. For rather than giving graduating students the opportunity to complete degree requirements or take additional transferable courses, students in this program were offered introductory college-level courses in an effort to accelerate completion of degree requirements. Of the twenty participants, thirteen met the criteria for successful completion by earning a grade "C" or better in two or more of the courses offered.

In the final analysis, it would appear that this program did

little to promote transfer among the participants beyond what one might normally expect. For, with the overall transfer rate of 46% for the program participants not significantly different from rates for the graduating classes of 1985-1987, it would appear that this type of program, so far removed in time from the actual date of degree completion and subsequent transfer, has little impact upon persistence towards transfer when compared with the later TOP Scholars/Degree Completion Program.

GRADUATE FOLLOW-UP

Class of 1985. As previous reports have indicated, 58% of the Class of 1985 expressed an intent to transfer to baccalaureate degree granting institutions. A total of 38% have been confirmed as having matriculated, and after two academic years, 30% of the class persists in baccalaureate study. To date, the number of graduates who have attained the baccalaureate remains very small, at approximately 3%.

In some senses, these blanket percentages are misleading. For example, there are significant differences between AA and AS degree recipients, particularly with reference to their intent to transfer (AA=72%, AS=46%), and actual matriculation (AA=40%, AS=26%). Even within the general degree categories, there are significant differences based upon major field of study, which are detailed in **Appendix E**.

But perhaps the most significant factor, which applies equally to all those graduates who matriculated, is that 76% have continued to persist towards baccalaureate degree completion.

Class of 1986. Data obtained from members of the 1986 graduating class indicates that approximately 44% of the graduates expressed an interest in transfer and 30% have actually matriculate to baccalaureate study. As was mentioned in the 1985-86 report, at first glance, this would appear to indicate a decrease in the transfer function at Roxbury Community College. However, closer examination of the data reveal that while there was slight drop in AA degree recipient transfer intent (to 66%), a significant decrease occurred in AS degree recipient transfer intent to (29%). Coupled with the increase in numbers of AS degree recipients, there appears to be little impact upon the transfer function with the more traditional transfer population of AA degree recipients.

Further, like the Class of 1985, significant differences occur in transfer rates within the general degree categories (detailed in **Appendix F**).

Class of 1987. Initial data obtained from members of the Class of 1987 (excluding Boston Business School graduates, whose rate of transfer tends to be close to 10%) indicates that 54% of the class intends to matriculate upon degree completion. Within specific degree categories, AA degree recipient transfer intent rate was 65%, fairly consistent with 1985 figures, and higher than 1986. AS degree recipient intent increased to 41%, again reasonably

close to 1985 figures, thus indicating that the transfer function remains a vital part of the overall mission of Roxbury Community College. (See Appendix G)

Summary. Three years of follow-up has yielded a great deal of information about Roxbury Community College's graduates; at what rate they transfer, what major areas of study seem to promote transfer intent and matriculation, and at what rate students persist towards baccalaureate degree completion. Institutional retention rates and comparative grade point averages (See Appendix H) have also assisted in helping to understand what kinds of students succeed at what kinds of institutions. In some respects, this is a significant accomplishment of the TOP program and yet, because of the sparsity of numbers of students to date, there is a limit to the applicability of this research.

However, with some degree of certainty we can now state that, overall, more than half (52%) of our graduates intend to transfer upon degree completion and that while the AA degree recipient intent rate of 68% far exceeds to analogous AS rate of 39%, a significant number of graduates from both general degree categories remain encouraged to pursue further study upon degree completion.

With a somewhat reduced sense of certainty, we can also state that approximately 30% of our graduates will matriculate into baccalaureate study immediately upon attaining the Associate degree. It appears as though 47% of the AA degree recipients and

23% of the AS degree recipients will fall into this matriculated status each year.

And, based on a smaller sample, we can also note that while approximately 24% of the matriculated population fails to complete one year of post-Associate degree study, 76% of those who matriculate persist towards baccalaureate degree completion. In effect, this means that, based on small sample, approximately 23% of our graduates will complete baccalaureate study.

CONCLUSIONS AND RECOMMENDATIONS

The results of the transfer research for 1986-87, combined with summary three-year assessments of the on-going components of the Transfer Opportunities Program have yielded a number of interesting findings which not only raise questions about aspects of the transfer function at Roxbury Community College, but also speak to the implications for further program development in this area.

Transfer Counseling. Simply stated, transfer counselors met with 308 students expressing concern over transfer issues during the 1986-1987 academic year. Often times, students are seen three to four times by a counselor prior to making application decisions, and two to three times after admissions decisions are made. This results in over 1700 hours expended in counseling on transfer issues such as program/college choice, transferability of credit, financial aid and scholarship opportunities, etc.

Historically, and necessarily, outreach to graduating students

has been the focus of most of the transfer counseling. This year, 85% of the graduates intending to transfer met with a counselor. Yet, from the data, it becomes obvious that more and more students are seeking transfer assistance in the year(s) prior to actual degree completion and transfer. In fact, students are encouraged to seek transfer counseling assistance from their initial semester, in order to maximize educational options.

The questions that this information raises are expressed in an earlier part of this report:

(1) Why, with an emphasis on Associate degree completion, do so many students fail to complete degree requirements prior to transfer and

(2) if the focus on graduate outreach is successful, does this preclude the provision of adequate services to the non-graduating population or are there other information/guidance services being utilized?

In addressing the former question, this writer can postulate a number of reasons for non-degree completion: (1) lack of original intent to complete degree requirements, (2) frustration at lack of transferability of credits to baccalaureate institutions, particularly in the business and technical areas, or (3) lack of fit into the environment.

Of these factors, none is under the direct control of Roxbury Community College. However, we can have some impact upon, at least, two of the three areas.

For example, many of the other community colleges, on their application for admission, ask if students intend to complete their Associate degree requirements. By identifying these students early on, these colleges are able to distinguish students who are truly transfer students from those who intend to build up basic skills or earn credits necessary to begin admissions to other colleges and universities. Granted, intentions do change over time, and a student may well not initially intend to complete degree requirements and, in fact, may graduate. However, in terms of personal experience, it is far more likely for a student not to complete degree requirements prior to transfer.

In terms of transferability of credit, Roxbury Community College can continue to develop specific as well as more generic transfer articulations with a variety of colleges and universities. In this way, from an early stage in their educational careers, students can be advised of the options available to them and make more informed decisions concerning (particularly) elective courses in terms of the programs they intend to transfer to. In addition, such publications as the Course Transfer Guide and Planning for Your Education, can serve as vehicles to disseminate this information to a wider public than those students currently served in the Counseling Office.

Over a lack of fit in the environment, RCC would have limited control. As an open access institution, little can be done to eliminate all of those factors which may discourage students from

completing their degrees at Roxbury Community College.

One area which could have significant impact on encouraging a better fit as well as providing transfer information to students at an early stage in the academic careers would be a strong faculty advising system. As Astin (1977) has stated, quality out-of-class contacts with faculty tend to reduce attrition. Noel (1978) supports this contention and McCartan (1985) points to the primary role of faculty in the career (and educational) planning processes of community college students. Additionally, the availability of a faculty advisor for each student; willing to serve as a mentor and knowledgeable about the programs available to help students overcome obstacles in achieving educational and career goals, can serve as a powerful force to maximize the student's fit with the college environment. (See Appendix I).

Transfer Patterns. Over the three years of transfer tracking, application patterns have remained relatively stable. A majority of our students, primarily because of family and/or job responsibilities, and scholarship opportunities, choose to remain in the Metropolitan Boston area to pursue baccalaureate education.

What this points to is the need for further articulation with colleges and universities in the immediate area to expand transfer opportunities for students. For, not only can RCC provide well-qualified transfer students to these institutions but, in times of declining enrollment, RCC can serve as a viable recruiting mechanism for all of the area colleges, rather than

for the small number which have traditionally served as our receiving institutions.

Recruitment of Transfer Students. Nowhere is the viability of recruiting Roxbury Community College students so evident as in the numbers of colleges now seeking to attend RCC College Transfer Days or scheduling/requesting individual recruitment dates.

This year we have appeared to reach a maximum number of recruiters in terms of space during the College Fair and while we would continue to entertain inquiries from historically minority institutions, we have reached an information saturation point on the colleges in the immediate area.

In terms of programs offered, this saturation point shows the need for either an expansion of the College Fair concept or a method by which we could recruit substantial numbers of students for individual programs or off-campus visitations.

What this means, practically, is that there needs to be a greater exchange of information between faculty advisors and counselors concerning potential transfer students. For faculty, in the classroom, have a much greater opportunity to identify those students who might benefit from one to one meetings with representatives from various colleges.

Transfer Workshops. The focus on faculty identification of potential transfers, in order to promote the dissemination of information appears to be the most viable method of conducting transfer workshops. In this writer's experience, general information

workshops, except where attendance is mandated, do not draw sufficient numbers of students to make them effective tools to promote transfer.

However, information about specific program offerings at an institution are relatively well-attended and it would appear that this type of workshop, sponsored by RCC, but conducted by representatives of other institutions, is most feasible, both in terms of numbers of qualified students attending and student satisfaction with the information presented.

Transfer Opportunities Program. In assessing the impact of the Transfer Opportunities Program in improving the transfer function at Roxbury Community College, one first needs to define the parameters of success in order to determine the effect of the TOP-sponsored programs.

Thus, if we have determined that a "normal" transfer rate for a graduating class is 40%, then we can, with reasonable certainty, state that any program resulting in an increase of 10% or more in the transfer rate is successful.

Utilizing this simple definition of success we can, at this point, state that the TOP Scholar/Degree Completion Program, the cross-registration and articulation programs meet their aim of improving the transfer function.

Within the Articulation programs, transfer rates stand at 72%, 81% and 100% for the Wentworth, U Mass Boston School of Nursing and Massachusetts College of Pharmacy Programs respectively.

The cross-registration program with the University of Massachusetts at Boston transfer rate also exceeds 70%. And, while only continued longitudinal study will confirm that participants in these programs will graduate from baccalaureate programs at a higher rate than the "normal" graduate, it appears reasonable to state that these programs have a great deal of positive impact upon transfer.

The reason for this may be that students involved in the programs are more goal-focused and thus, with a goal in mind, more likely to persist towards goal achievement. A second reason may be that these students, with the exception of some developmental and liberal arts coursework, focus their studies only on guaranteed transferable courses and thus do not experience the frustration at loss of credit upon transfer. Finally, and perhaps most importantly, students in these articulation programs have had the opportunity to test out the "fit" of the institutional environment at the receiving institution and have learned to develop the coping skills necessary to be successful under different academic and social conditions while still maintaining a strong connection to the support of the RCC Community.

For TOP Scholars perhaps two elements contribute to the increased transfer rate; the opportunity to take one or two transferable courses at no charge and the element of intensive counseling and support services immediately prior to transfer.

But, whatever the reason, it is apparent that programs of this nature produce students almost twice as likely to matriculate as the average graduate, and thus must be viewed as having a

positive impact upon transfer.

Graduate Follow-Up. Few of the conclusions in this report would be possible without the graduate follow-up as an integral part of the transfer tracking project. For not only does this portion of our research indicate how many students transfer, to where and within what time period, but it is also beginning to point to specific major areas where we may need to focus curricula or transfer efforts to improve the transfer function.

The encouraging aspects of the on-going study show that RCC students, particularly those in AA programs, pursue baccalaureate study at a rate meeting or exceeding the national average of and that 75% of the matriculants persist towards degree completion. And, although it appears that few will receive baccalaureate degrees within two years of completing Associate degree requirements, results of the 1987-1988 research are expected to yield more concrete findings on how many of our graduates will achieve the baccalaureate degree.

At this writing, with two additional articulation agreements in place (with Wheelock and Simmons), it seems reasonable to say that Roxbury Community College's Transfer Opportunity Program has gone a long way in developing models to promote transfer - and proven that these models can be translated into real student success in attaining the baccalaureate.

The original aim of the Transfer Opportunities Program was to increase the transfer rate to 40% and that has been achieved. Even given a strong economy and increased career opportunities

for Associate degree holders, our students continue to meet the challenges of baccalaureate study.

Many factors have made this possible. With increased faculty support and awareness of the transfer function, we have begun to broaden options for our students, sending some members of the Class of 1987 to such prestigious colleges and universities as Amherst, Boston University, Brandeis and Wellesley. With cooperation from the Registrar's Office, we have been able to track our graduates and monitor our cross-registrants. And with the help of colleagues at RCC and at our sister institutions, we have been able to develop clearer paths of communication and overcome obstacles to success.

But there is still a long way to go. In order to fully understand what we can do better to promote transfer and beyond that, to encourage the attainment of the baccalaureate, we need to continue to develop our articulation and cross-registration programs, for these yield transfer rates almost twice that of our average graduates. We need to encourage transfer through financial support and elicit that support from neighboring institutions. We need to encourage students to realistically look at a variety of institutions, and to choose an institution based not upon expense, but upon the program which will best meet the student's career and educational needs and goals. And we, as a college community, need to work more closely to assist students to define their needs and to build the self-esteem and confidence that will

enable them to succeed in their studies and in their lives.

APPENDIX A

1987-1987 COLLEGE APPLICATIONS

Alabama State University	1
Amherst College	3
Anna Maria College	2
Aquinas Junior College	2
Ashland College	1
Bay State Junior College	1
Benedict College	1
Bentley College	3
Bishop State Junior College	1
Bluefield State College	1
Boston College	1
Boston University	10
Brandeis University	2
Bridgewater State College	5
Brockton Hospital School of Nursing	1
Bunker Hill Community College	12
Cambridge College	3
Case Western Reserve University	1
Central Michigan State University	1
College of Santa Fe	1
Curry College	3
Edinboro University of Pennsylvania	1
Eastern Nazarene College	2
Eastern Washington State University	1
Emerson College	1
Emmanuel College	2
Fairleigh-Dickinson University	2
Fitchburg State College	3
Forsyth School of Dental Hygiene	1
Framingham State College	4
Guilford Technical Community College	1
Grambling State University	1
Harvard College	2
Howard University	4
Jackson State University	1
Kennesaw College	1
Laboure Junior College	1
Lasell Junior College	2
Lehigh University	1
Lesley College	4
Loma Linda University	1
Longy School of Music	1
Louisiana Technical College	2
Massachusetts Bay Community College	12
Massachusetts College of Pharmacy	8
Massasoit Community College	3
Medgar Evers College	1
Miami-Dade Community College	1

Middlesex Community College	1
Mount Ida College	1
Newbury College	3
New England Deaconess Hospital School of Nursing	2
New Hampshire College	3
New Mexico State University	2
Norfolk State University	2
North Carolina A & T State University	1
North Carolina State University	1
Northeastern University	52
North Shore Community College	1
Old Dominion University	1
Paine College	1
Quincy Junior College	8
Rhode Island College	1
Rhode Island Community College	1
Riddle College	1
Rider College	1
Roger Williams College	1
Roosevelt University	1
Rutgers University	1
St. Elizabeth's Hospital School of Nursing	3
Salem State College	13
Simmons College	4
South Carolina State University	2
Southeastern Massachusetts University	3
Southeast Oklahoma University	1
Southern Illinois University	1
Southern Technical Institute	1
State University of New York (SUNY)	2
Suffolk University	27
Tallahassee Community College	1
Temple University	1
University of Bridgeport	2
Universidad Catolica de Puerto Rico	1
University of Central Florida	1
University of the District of Columbia	1
University of Lowell	9
University of Maryland	2
University of Massachusetts/Amherst	7
University of Massachusetts/Boston	91
University of Miami	1
University of New Haven	1
University of New Mexico	1
University of Washington	1
Virginia State University	1
Wellesley College	1
Wentworth Institute of Technology	26
Western Illinois State University	1
Westfield State College	3
Wheelock College	7
Worcester State College	3

APPENDIX B

TOTAL TRANSFER

<u>FOUR YEAR INSTITUTIONS</u>	<u>NUMBER COLLEGES</u>	<u>NUMBER APPLICATIONS</u>
PUBLIC	52	205
PRIVATE	<u>59</u>	<u>232</u>
	111	437
 <u>TWO YEAR INSTITUTIONS</u>		
PUBLIC	16	42
PRIVATE	<u>5</u>	<u>17</u>
	21	59
 <u>TECHNICAL (INCLUDING DIPLOMA SCHOOLS OF NURSING)</u>		
	7	13
 <u>TOTAL</u>	<u>139</u>	<u>509</u>

APPENDIX C

IN-STATE TRANSFER

<u>FOUR YEAR INSTITUTIONS</u>	<u># COLLEGES</u>	<u>% TOTAL</u>	<u># APPLICATIONS</u>	<u>% TOTAL</u>
PUBLIC	9	6	142	28
PRIVATE	<u>27</u>	<u>19</u>	<u>199</u>	<u>39</u>
	36	25	341	67
 <u>TWO YEAR INSTITUTIONS</u>				
PUBLIC	4	3	29	6
PRIVATE	<u>5</u>	<u>4</u>	<u>17</u>	<u>4</u>
	9	7	46	10
TECHNICAL	7	5	13	2
 <u>TOTAL</u>	 <u>51</u>	 <u>37</u>	 <u>400</u>	 <u>79</u>

APPENDIX C

METROPOLITAN BOSTON TRANSFER

<u>FOUR YEAR INSTITUTIONS</u>	<u># COLLEGES</u>	<u>% TOTAL</u>	<u>% IN-STATE</u>	<u># APPLICATIONS</u>	<u>% TOTAL</u>	<u>% IN-STATE</u>
PUBLIC	1	.7		91	18	
PRIVATE	<u>22</u>	<u>15.0</u>		<u>185</u>	<u>36</u>	
	23	15.7		276	54	
 <u>TWO YEAR INSTITUTIONS</u>						
PUBLIC	2	1.0		25	5	
PRIVATE	<u>5</u>	<u>6.0</u>		<u>17</u>	<u>3</u>	
	7	7.0		42	8	
 TECHNICAL (INCLUDING DIPLOMA SCHOOLS OF NURSING)						
	6	4.0		12	2	
 <u>TOTAL</u>	 <u>36</u>	 <u>26.7</u>	 <u>71</u>	 <u>330</u>	 <u>64</u>	 <u>82.5</u>

APPENDIX D

OUT-OF-STATE TRANSFER

<u>FOUR YEAR INSTITUTIONS</u>	<u>#</u> <u>COLLEGES</u>	<u>%</u> <u>TOTAL</u>	<u>#</u> <u>APPLICATIONS</u>	<u>%</u> <u>TOTAL</u>
PUBLIC	43	31	63	12
PRIVATE	<u>32</u>	<u>23</u>	<u>33</u>	<u>6</u>
	75	54	96	18
 <u>TWO YEAR INSTITUTIONS</u>				
PUBLIC	12	9	13	3
PRIVATE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	12	9	13	3
 <u>TOTAL</u>	 <u>89</u>	 <u>63</u>	 <u>109</u>	 <u>21</u>

APPENDIX E
CLASS OF 1985
TRANSFER

<u>ASSOCIATE IN ARTS</u>	<u>#</u> <u>graduates</u>	<u>%</u> <u>intent</u>	<u>% matriculated</u> <u>85/86</u>	<u>86/87</u>	<u>%</u> <u>attending</u>	<u>%</u> <u>retained</u>
BIOLOGICAL SCIENCE	2	100	100		50	50
BUSINESS ADMIN.	19	63	42	5	37	77
ENGLISH	4	100	75		75	100
LIBERAL ARTS	26	52	27	4	31	100
MATHEMATICS	1	100	100		0	0
PHYSICAL SCIENCE	3	67	33		0	0
PRE-NURSING	16	94	75		50	67
SOCIAL SCIENCE	<u>12</u>	<u>85</u>	<u>50</u>	<u>8</u>	<u>42</u>	<u>71</u>
	83	72	48	4	39	74

ASSOCIATE IN SCIENCE

ACCOUNTING	8	100	37.5	12.5	37.5	75
BUSINESS MGT	20	48	30		20	67
CAD	6	29	0		0	0
COMPUTER PROGRAMMING	16	56	37.5		37.5	100
EARLY CHILD ED	10	80	70		50	71
ELECTRONICS TECH	6	50	50		33	67
SECRETARIAL (ALL)	8	25	0		0	0
WORD PROCESSING	<u>19</u>	<u>10</u>	<u>5</u>	<u>— —</u>	<u>5</u>	<u>100</u>
	93	47	30	1	20	61

<u>TOTAL</u>	<u>176</u>	<u>59</u>	<u>37.5</u>	<u>2</u>	<u>29</u>	<u>73</u>
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APPENDIX F
CLASS OF 1986
TRANSFER

<u>ASSOCIATE IN ARTS</u>	<u># graduates</u>	<u>% intent</u>	<u>% matriculated</u>
BIOLOGICAL SCIENCE	5	80	80
BUSINESS ADMIN	32	50	37.5
ENGLISH	2	100	100
LIBERAL ARTS	7	71	71
PHYSICAL SCIENCE	4	75	50
PRE-NURSING	28	89	50
SOCIAL SCIENCE	<u>11</u>	<u>36</u>	<u>18</u>
	89	66.2	46

ASSOCIATE IN SCIENCE

ACCOUNTING	10	30	20
BUSINESS MGT	10	40	20
CAD	16	31	25
COMPUTER PROGRAMMING	35	34	20
EARLY CHILD ED	14	57	36
ELECTRONICS TECH	8	25	12.5
SECRETARIAL (ALL)	6	0	0
WORD PROCESSING	<u>27</u>	<u>11</u>	<u>7</u>
	126	29.3	18

<u>TOTAL</u>	<u>215</u>	<u>44.7</u>	<u>30</u>
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APPENDIX G
CLASS OF 1987
TRANSFER

<u>ASSOCIATE IN ARTS</u>	<u># graduates</u>	<u># intent</u>	<u>% intent</u>
BIOLOGICAL SCIENCE	6	5	83
BUSINESS ADMIN	20	11	55
ENGLISH	7	6	86
LIBERAL ARTS	25	13	52
PHYSICAL SCIENCE	5	4	80
PRE-NURSING	13	10	77
SOCIAL SCIENCE	<u>12</u>	<u>9</u>	<u>75</u>
	88	58	66
 <u>ASSOCIATE IN SCIENCE</u>			
ACCOUNTING	6	2	33
ACCOUNTING/BBS	22	4	18
BUSINESS MGT	12	8	67
CAD	5	3	60
COMPUTER PROGRAMMING	18	8	44
EARLY CHILD ED	11	6	55
ELECTRONICS TECH	2	2	100
SECRETARIAL (ALL)	7	0	0
SECRETARIAL (ALL)/BBS	20	1	5
WORD PROCESSING	<u>19</u>	<u>4</u>	<u>21</u>
	122 (80)	38 (34)	31 (43)
 <u>TOTAL</u>	 <u>210 (163)</u>	 <u>96 (92)</u>	 <u>46 (55)</u>

NOTE: Figures in parentheses are figures for Roxbury Community College graduates only.

APPENDIX H

SELECTED INSTITUTIONAL RETENTION RATES

<u>INSTITUTION</u>	<u>85-86 matriculants</u>	<u>retained</u>	<u>% retention</u>
Boston University	8	5	62.5
Bridgewater State	2	0	0
Central New England Coll	4	4	100
Clark College (GA)	2	2	100
Curry College	1	1	100
Northeastern U	16	14	87.5
Salem State	4	3	75
Suffolk U	17	6	35
U Lowell	5	4	80
U Mass Boston	37	25	67.5
Wentworth Institute	15	12	80

SELECTED INSTITUTIONAL COMPARATIVE GPA

<u>INSTITUTION</u>	<u># students</u>	<u>RCC GPA</u>	<u>TRANSFER INSTITUTION GPA</u>
Alabama State	1	1.8	2.52
American International College	1	3.39	3.00
Central New England College	6	2.48	2.16
Clark College	2	3.13	2.98
Curry College	2	3.00	1.85
Emmanuel College	2	2.76	2.26
Forsyth School of Dental Hygiene	1	3.50	2.76
Inter-American U of Puerto Rico	3	2.86	2.78
Jackson State	1	2.75	2.68
Long Island U	1	2.75	2.48
Mass College of Pharmacy	3	3.68	2.27
Newbury Junior College	8	2.64	2.22

Ohio Northern	1	2.87	1.75
Pine Manor College	1	1.77	1.52
Qunicy Jr. College	1	2.27	2.45
Salem State College	5	2.95	2.06
Suffolk University	15	3.38	2.28
Worcester State College	1	2.36	1.82

Summary:

While comparative grade point averages vary considerably within categories of transfer institutions, based on a small sample, in general students experience much less (-.33 v. -.67) of a degree of transfer shock when transferring to public, as oppsed to private institutions granting the baccalaureate degree.

APPENDIX I:

excerpted from: Bartzak-Graham, S. Academic Advising in the Community College: Whose Responsibility Is It Anyway?. Unpublished paper, 1986.

The role of academic advising as a potent tool for retention is well-documented (Astin, 1977, Noel & Levitz, 1985). However, the responsibility for leadership in this crucial institutional function remains ill-defined. Thus, the question posed by this paper is not to challenge the importance of academic advising, but to offer suggestions concerning the place of academic advising within the community college, and to identify the components which are necessary to provide an "effective" academic advising system. The initial point of inquiry, therefore, must be to define what academic advising is, both in the ideal sense, and in common practice.

In the ideal, Ender et al (1984) define academic advising as a "continuous process of (directed and purposive) personal contacts between advisor and student." According to this notion, advising should go far beyond course scheduling to address "quality of life issues" within a student-determined goal-centered context, encompassing academic, career and personal objectives. As such, Ender continues, the role of the advisor is to serve the student in a number of capacities; as a role model/mentor, as an interpreter of academic policies and standards, and as an advocate/guide through the academic culture. In the latter role, the advisor should "seek to integrate the services and expertise of the academic and student affairs" components of the college,

utilizing within the advising process, all of the available campus and community resources.

Ender's model is closely aligned with Noel's (1978) conception that "the advising process should be an effective means of perceiving student problems and bringing the student into contact with appropriate institutional or community resources."

Crockett (1978) expands these concepts to emphatically state that "academic advising is an integral part of the higher education process" which results only "when an institution develops a working definition of the advising process." He further clarifies the goals of academic advising alluded to by both Ender and Noel as those of assisting the student in:

- "(1) clarifying goals and values.
- (2) understanding the nature and purpose of higher education.
- (3) providing accurate information about options, requirements, policies and procedures
- (4) planning educational programs consistent with interests and abilities
- (5) evaluation and monitoring of educational progress
- (6) integrating institutional resources to meet needs and aspirations."

Crockett summarizes his conceptual model by stating that academic advising should not only aid in "developing more mature educational and career goals", but should also "strengthen the relationship between academic preparation and the World of Work."

The implications of the models presented to this point are far-reaching, particularly in the area of student retention. As Astin (1977) has definitively stated in Four Critical Years, the quality and quantity of out-of-class contact with faculty has

proven to have the greatest positive impact on student persistence of any factor under the control of the institution. Likewise, McCartan (1986) notes that faculty contact appears to be the most influential variable in the career decision-making process of community college students.

Thus, it appears that the "ideal" model of academic advising is one of developmental process. Over time, an advisor, through quality out-of-class contact, establishes a goal-centered relationship with a student. Within the framework of this relationship, a student can develop educational objectives consistent with his/her career/life goals. In short, this process model utilizes all available resources in a holistic approach to student development. And, while the actual components of the model may vary situationally, the basic premise that the advisor should serve as the process facilitator remains constant.

In practice at 57% of two-year public and 68% of all two-year private colleges, between 50 and 100% of all faculty are academic advisors (Noel & Levitz, 1985). Overall, 80% of all academic advising is considered to be exclusively a faculty responsibility (Crockett & Levitz, 1984).

One inference from this data on advising is that the vast majority of students in higher education are advised by faculty. As the additional research cited indicates that this type of contact with faculty aids in both student persistence and maturity in the integration of career/life goals and educational pursuit,

one might assume that the advising process, as is, meets its objective of facilitating student development. However, as with most assumptions, the ideal may vary, considerably, from common practice.

In the "normal" course of events, students are assigned advisors who are faculty members from their major area of study. (Crockett & Levitz, 1984) The rationale behind this is obvious, particularly if one subscribes to the research; to provide the student with a knowledgeable role model/mentor from both a field and institution-specific point of reference.

One drawback to this rationale lies in research findings which indicate that approximately 75% of students enter colleges with ill-defined major/career goals, while between 65-70% of all students change their majors during the course of their academic careers (Titley & Titley, 1980). Thus faculty members, who are often criticized as being "subject matter v. institution-oriented" (Crockett, 1982) are often not able to provide the continuity of service to students whose major interests change over time.

A second drawback, and one which is at the crux of this paper, is that faculty often lack the "interest, temperament and skills" (Ender et al, 1984) necessary to provide effective advising services. The "failure of faculty to keep appointments with students" (Jose, 1978) and "advisors ... who are uninformed about institutional policies and procedures and are unwilling to

become knowledgeable about anything but their own specialized areas... " (Jose, 1978) have been cited as two major factors which negatively impact on advising programs, and which are directly under the control of the individual advisor.
